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ABSTRACT

In 1981-82 there were 56 districts in Kentucky which provided programs and services for 6,364 migratory children. Of that total, currently migratory (interstate) accounted for 13%, currently migratory (intrastate) accounted for 19%, and formerly migratory accounted for 68%. Approximately 81% of the students were in grades pre-kindergarten through eight, while only approximately 19% were high school students. The majority (97%) of the migrant students were Caucasian, with less than 3% belonging to other ethnic groups. Sixty-four instructional programs were offered by 56 districts during the regular school year and 27 instructional programs were conducted by 24 districts as summer school programs. Instructional programs fell into the areas of math, reading, language arts, written and oral communications, tutorial, and kindergarten. Parent involvement increased during the 1981-82 school year for most of the migrant school districts. Standardized tests were the most widely used means of measuring student achievement. In the regular school program, there seemed to be slightly more progress made in mathematics and language arts than in reading. The migrant students in the first grade showed more progress than students in other grades. Samples of reporting forms used by local education agencies complete the document. (BRR)

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TITLE I

MIGRANT EDUCATION EVALUATION REPORT

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Kentucky Department of Education
Raymond Barber, Superintendent

KENTUCKY DEPARTMENT OF EDUCATION

FRANKFORT, KENTUCKY

1981-82

EVALUATION REPORT

MIGRANT EDUCATION PROGRAM

Division of Compensatory Education
Don Hart, Director
L. D. Knight, Unit Director for Migrant Programs

Raymond Barber
Superintendent of Public Instruction

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Preface

This evaluation is an annual report on the objectives of the Kentucky Migrant Education Program. This information relates to the ESEA, Title I Migrant Education Program for the 1981-82 regular and summer school terms.

This report was prepared to comply with Federal Regulations and to fulfill the obligation of the Commonwealth of Kentucky for the evaluation of the ESEA, Title I Migrant Education Program.

Reports from the local education agencies (LEA's) have been consolidated into one document to meet federal requirements for an annual evaluation report. Achievement data reports were submitted in percentile measurement by the local school agencies and the percentiles were converted to NCE's by the SEA staff. An effort has been made to include all essential information reported by the LEA's.

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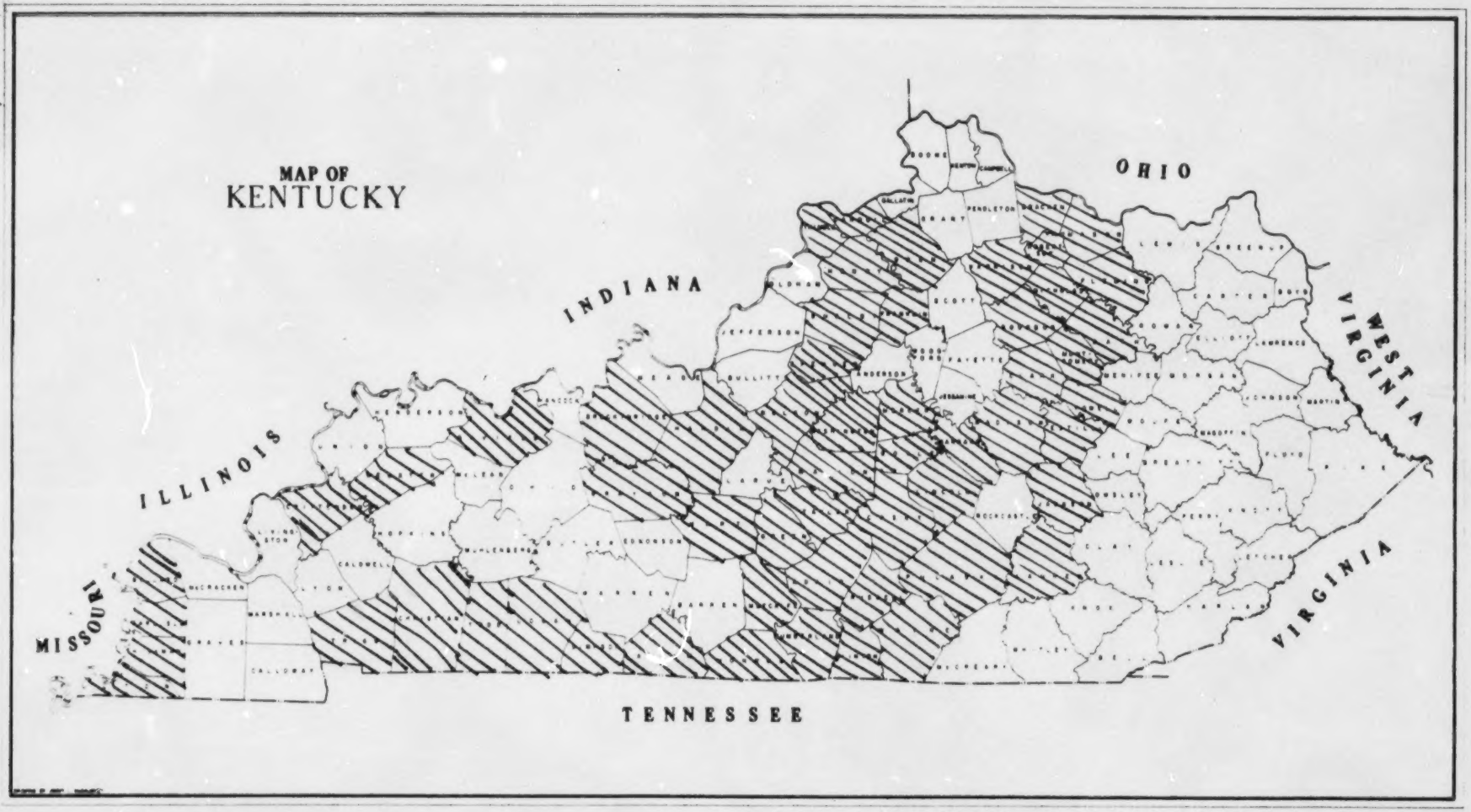
FIGURE 1

GEOGRAPHIC LOCATION OF MIGRANT DISTRICTS



I THE KENTUCKY MIGRANT PROGRAM

Providing educational continuity for migratory children is the first priority of Kentucky's migrant program. The migrant program serves children over and above all federal, state, and local programs for which they are eligible.

Kentucky's migrant program operates as a part of the Division of Compensatory Education, ECIA Chapter 1. The state migrant staff consists of a unit director, evaluation coordinator, and terminal operators.

In 1981-82 fifty-eight districts in Kentucky provided programs and services for migratory children. As shown in Figure 1, these migrant districts are located throughout the state, with the exception of eastern and extreme northern Kentucky.

Migrant districts were funded for a total of $3,930,624 during the 1981-82 year. The individual district grants ranged from a low of $6,940 to a high of $205,240.

II PARTICIPATION DATA

Identification and recruitment of the migrant child are of utmost importance in order to provide educational continuity in the migrant child's life. The identification of the currently migratory child is stressed so as to properly meet the child's educational needs due to his mobile life style.

Children participating in the migrant programs throughout the State of Kentucky were principally the children of tenant farmers. As shown in Table I, the status of 68 percent of the migrant children was "formerly migrant," 19 percent "currently migratory (intrastate)," and 13 percent "currently migratory (interstate)."

TABLE I

MIGRATORY STATUS AND ESTIMATED NUMBER OF STUDENTS SERVED, 1981-82

Migratory Status	Estimated Number of Migrant Children	Percent of Total
(1) Currently Migratory (Interstate)	805	13%
(2) Currently Migratory (Intrastate)	1,191	19%
(3) Formerly Migratory	4,368	68%
TOTAL	6,364	100%

The grade level of these migrant students ranged from pre-kindergarten to high school seniors. As would be expected and as shown in Table 2, the lowest and highest grade levels had the fewest number of participants.

Approximately 81 percent of the migrant students served in Kentucky were in grades pre-kindergarten through eight, while only approximately 19 percent were high school students.

TABLE 2

GRADE LEVEL AND NUMBER OF PARTICIPANTS, 1981-82

Grade Level	Estimated Number of Participants	Percent of Total
Pre-K	193	3.03
K	224	3.52
1	515	8.09
2	504	7.92
3	566	8.89
4	648	10.18
5	656	10.31
6	628	9.87
7	628	9.87
8	594	9.34
9	450	7.07
10	340	5.34
11	254	3.99
12	164	2.58
TOTAL	6,364	100.0%

The majority (97.69 percent) of the migrant students were Caucasian. As shown in Table 3, less than three percent belonged to other ethnic groups.

TABLE 3

ETHNIC GROUP AND NUMBER OF MIGRANT STUDENTS, 1981-82

Ethnic Group	Estimated Number of Children	Percent of Total
Black/Negro	111	1.75
American Indian	0	0
Oriental/Polynesian	7	.11
Spanish-Surnamed American	11	.17
Caucasian (other than Spanish-Surnamed American)	6,235	97.97
TOTAL	6,364	100.0%

III INSTRUCTIONAL AND SUPPORTIVE SERVICES

Throughout Kentucky, various programs were developed to meet the needs of migratory children during the 1981-82 school year.

Sixty-four instructional programs were offered by 56 districts during the regular school year. As shown in Table 4, these instructional programs were of four types----math, reading, tutorial, and language arts.

TABLE 4

TYPE AND NUMBER OF INSTRUCTIONAL PROGRAMS OFFERED, 1981-82

(Regular School Year)

Type of Migrant Instructional Program	Number of Programs Offered	Percent of Total
Math	16	25.0
Reading	8	12.5
Tutorial	36	56.3
Language Arts	4	6.2
TOTAL	64	100.0%

The most widely offered instructional program was the tutorial program. While this instructional activity provided an emphasis in math and reading, it did allow for considerable flexibility in instructional services. Tutorial programs comprised 56.3 percent of the 64 instructional programs offered.

TABLE 5

COMPONENT INFORMATION

(Regular School Year, 1981-82)

Subject Matter	Funds Attributable to the Component	Number of Migratory children served by this component (Duplicated Count)	Cost Per Student	Hours Per Week (Student Exposure)	Total Weeks Duration	Total Hours Exposure	Pupil/ Teacher Ratio
Mathematics	$593,532	1,077	$551.09	2.5	35.1	87.8	7:1
Reading	$206,679	373	$602.56	2.4	35.6	85.4	5:1
Tutorial	$2,408,159	4,473	$538.37	2.8	37.7	105.6	5:1
Language Arts	$207,923	513	$405.30	3.5	36.7	128.4	6:1
TOTAL	$3,208,370	6,436	$498.50	2.8	36.3	101.6	6:1

A total of 27 instructional programs were offered by 24 districts as summer school programs. As shown in Table 6, instructional programs were offered in six areas.

TABLE 6

TYPE AND NUMBER OF INSTRUCTIONAL PROGRAMS OFFERED, 1981-82

(Summer School)

Type of Migrant Instructional Program	Number of Programs Offered	Percent of Total
Math	3	11.1
Reading	2	7.4
Tutorial	15	55.6
Language Arts	4	14.8
Kindergarten	1	3.7
Written and Oral Communications	2	7.4
TOTAL	27	100.0

The tutorial program was the most widely offered instructional program in summer school. Of the 27 instructional programs offered, 15 (55.6 percent) were tutorial in nature. In 12 of the 27 summer programs, objectives were measured by means of Pre and Posttest. The first and foremost objective of all summer programs was to meet the special educational needs of migratory students.

The "typical" summer migrant program had the following characteristics:

Program Duration - 5.8 weeks
Exposure per week per student - 15.0 hours
Total program exposure - 87.0 hours
Pupil/Teacher ratio - 8:1

TABLE 7

COMPONENT INFORMATION

(Summer School, 1982)

Subject Matter	Funds Attributable to the Component	Number of Migratory children served by this component (Duplicated Count)	Cost Per Student	Hours per Week (Student Exposure)	Total Weeks Duration	Total Hours Exposure	Pupil/ Teacher Ratio
Mathematics	$50,046	156	$320.80	5.2	5.3	27.56	6:1
Reading	$14,802	61	$242.65	5.0	5.0	25.0	9:1
Tutorial	$228,666	776	$294.67	14.6	5.4	78.8	7:1
Language Arts	$112,274	307	$365.71	22.6	4.3	97.2	10:1
Oral and Written Communication	$36,237	50	$724.74	22.5	9.0	202.5	9:1
Kindergarten	$3,391	7	$484.00	20.0	6.0	120.00	7:1
TOTAL	$445,416	1,357	$328.23	15.0	5.8	87.0	8:1

Many migrant districts offered students more than one instructional service as well as support services as illustrated in the duplicated count in Table 8. 70.7 percent of the students received direct educative services in mathematics and reading. Some of these students were enrolled in a tutorial component which emphasized both mathematics and reading.

In supportive services, attendance, social work, guidance and psychology provided services for 54.5 percent of the students served in this category.

TABLE 8

SERVICES OFFERED AND NUMBER OF MIGRANT STUDENTS SERVED, 1981-82

Direct Educative Services	(Duplicated Count) Students Served	Percent of Total
Mathematics	4,896	40.0%
Reading	3,749	30.7%
Language Arts	2,188	18.0%
Oral & Written Communications	1,313	10.8%
Kindergarten	65	.5%
Supportive Services	**(Duplicated Count) Students Served**	**Percent of Total**
Attendance, Social Work,	2,466	54.5%
Guidance, Psychology,	1,182	26.1%
Health and Nutrition	479	10.6%
Pupil Transportation	398	8.8%
All Other Supportive Services		
	Students Served	**Percent of Grand Total**
Direct Educative Services	12,211	73.0%
Supportive Services	4,525	27.0%

IV MIGRANT PERSONNEL

Local educational agencies employed a variety of personnel in order to provide the best services for Kentucky's migratory students. These positions were either completely or partially funded by the migrant program.

As shown in Table 9, educational aides comprised 32.5 percent of the 274.4 FTE (full-time equivalency) personnel employed. On the other hand, elementary and secondary teachers comprised 50.0 percent of the total.

238 (61.3 percent) of the migrant staff who received training in the migrant program were professional personnel; whereas, 150 (38.7 percent) of the migrant staff who received training were non-professionals (Table 9).

TABLE 9

TYPE AND NUMBER OF MIGRANT PERSONNEL EMPLOYED, 1981-82

Type of Migrant Personnel Employed	Number Employed (FTE)	Percent of Total	Number of Migrant Staff Members who Received Training	Percent of Total
Coordinators	12.9	4.7	37	9.5
Teachers-Elementary	105.7	38.5	124	32.0
Teachers-Secondary	31.5	11.5	45	11.6
Social Workers	3.6	1.3	8	2.1
Guidance Counselors	3.7	1.3	13	3.3
Other Professionals	3.1	1.1	11	2.8
Teacher Aides	89.1	32.5	107	27.6
Clerical	18.0	6.6	33	8.5
Other Non-Professionals	6.9	2.5	10	2.6
TOTAL	274.4	100.0%	388	100.0%

V SAMPLE MIGRANT PROGRAMS

Monroe County

The following narrative was written by the Monroe County migrant staff.

The Monroe County Schools System conducted a successful tutorial Migrant Program during the regular school term as well as the summer. Approximately 300 students were tutored in reading, language, and math during the regular term. Achievement test scores as well as MSRTS records of skills mastered aided teachers in planning and implementing individual educational plans for migrant students.

Migrant teachers attended the workshop in Bowling Green conducted by Mississippi Resource Center. The workshop provided "fresh" ideas for constructing visual aids and correlating those aids with MSRTS reading and math skill codes.

Another boost to the program came in January when the Xerox books were distributed to Monroe County Schools. Students assisted in stamping, sorting, and arranging books in the classroom. The "hands on" arrangement aroused students' interest and curiosity in the unlimited variety of materials. Many students said, "I have read more books this year than I have read in my whole life."

The summer feeding program helped to boost our enrollment to 115 for the summer program with an average daily attendance of 90 students. Monday through Friday of each week instructional concepts were taught in reading, math, language, safety, and physical education. Special interests such as music, arts, and reading provided enrichment for the students.

Students enjoyed field trips on Fridays to Barren River State Park, Mammoth Cave National Park, Guntown Mountain, and a field day and picnic locally. The students looked forward to the field trips which provided motivation for the students to work harder through the week.

Some of the special activities that students took part in were tye-dying, various crafts, cake decorating, and making popcorn and ice cream. During an anniversary celebration, the local Pizza Hut invited grades six through nine to make their own pizza with toppings of their choice. This was quite a learning experience for students as well as teachers.

Madison County

The following narrative was written by the Madison County migrant staff.

"Summer Program"

Madison County's Summer Migrant Program was attended by 104 students. One social worker, eight teachers, and several aides worked with eligible migrant students three weeks. Students were exposed to basic instruction in reading, math, and language arts as well as many cultural enrichment activities. Students also participated in an art class each day.

Classroom teachers assessed each student's needs through conferences with former migrant teachers and by reviewing individual records and test results. It was very difficult to evaluate the total program because so many different skills were covered at different levels. The subjective opinions of teachers and administrators involved were that the program was successful and students did learn.

Much of the reading instruction was tied to various field trips. Students were able to write and read about their experiences and experiences of other students. Individual and group instruction in basic instructional areas was presented to students. Parents were involved through field day activities which several attended.

Taylor County

The following narrative was written by the Taylor County migrant staff.

The Taylor County Migrant Project consisted of a reading and mathematics program that utilized the services of four migrant teachers in the Taylor County Schools. Reading and mathematics are taught at Taylor County and Mannsville Elementary Schools respectively, and mathematics is taught at Taylor County Middle School. Taylor County High School offered reading for students in grades 9-12. Students who needed remediation in either subject area received the greatest attention of the migrant teachers. A migrant social worker provided supportive social services and helped the participants overcome social problems that could hinder their progress in school.

The participants generally received migrant instruction in special classrooms on a daily basis. Their progress was evaluated continuously and a major pretest and posttest was administered. Special supplies and equipment were utilized, along with special teaching techniques in small classes, to improve the skills of the participants.

The migrant students in Taylor County were predominantly rural students whose families have moved into our district to be tenant farmers and follow agricultural pursuits.

As a subgrantee or operation agency, the project conducted by Taylor County complemented the programs and objectives of the SEA and followed closely the intent of the law. The LEA worked closely with the SEA to ensure that the project was legally and educationally sound.

VI STATE AND LOCAL PROGRAM EFFORTS

Throughout 1981-82, efforts continued in the area of increasing the level of intrastate and interstate coordination and cooperation.

Madison County presented a workshop on serving the migrant child through in-school programs at the National Migrant Conference in San Juan, Puerto Rico.

The state director served as chairman on the Dissemination Committee for the National Association of State Directors for Migrant Education. A meeting was hosted in Lexington, Kentucky.

From July 1, 1981 to June 30, 1982, there were 3 workshops held throughout the state. Through the New York Interstate Coordinator Project, an Individualized Reading Strategies Workshop was held for use of Xerox Books donated by the Xerox Company. During the two-day workshop, materials were provided and each participant made numerous aids to take back to their classroom upon returning home. At the Regional Title I Meeting, the state migrant staff conducted a migrant workshop in conjunction with the Mississippi Resource Center.

The purpose of these in-services were:

1. To design strategies for utilization of the Xerox books in developing the students' ability to recognize and express their own feelings, values, beliefs, and attitudes.

2. To correlate ideas and materials made at workshop with the MSRTS reading skills. Upon their return to respective classrooms, to motivate reading for the migrant children.

3. To review federal laws and regulations.

4. To develop ideals and materials for math and reading instruction.

VII PARENT INVOLVEMENT

Parent Involvement increased during the 1981-82 school year for most of the migrant school districts. As shown in Table 10, there was an average attendance of 5.4 at migratory advisory council meetings statewide. One district reported an average attendance of 25 at each of their three migrant advisory council meetings.

TABLE 10

Parent Involvement
1981-82

A. Number of migrant advisory council members who were parents of migratory children.	276
B. Number of migrant advisory council meetings.	169
C. Number of migratory parents involved in the planning, implementation, and/or evaluation of the migrant program.	419
D. Number of migratory parents who worked as volunteers in the migrant program.	76
E. Average attendance of migratory advisory council meetings.	5.4

STATE PARENT ADVISORY COUNCIL

The Kentucky State Migrant Parent Advisory Council consisted of eight people: seven parents and one migrant coordinator. The parent council was formed to plan and consult with the parents of migrant children. The Parent Advisory Council meets approximately three times a year. The responsibilities of the council are to: 1) foster intrastate and interstate cooperation, 2) advise the Division of Compensatory Education in planning, implementation, and evaluation of the State Migrant Education Project, 3) gain an insight as to the role of parents in the migrant program statewide, and 4) assist in educating the general public as to the purpose of the Migrant Education Program.

VIII PROGRAM EFFECTIVENESS

An objective evaluation and reporting system of achievement and progress are an important part of academic programs. The importance of this system is increased when endeavoring to provide continuity of education for the migrant student who leads a transitory lifestyle.

The achievement data have been compiled and reported in the evaluation in three subject areas - mathematics, reading, and language arts. The data reflect gains made during the regular school year programs and are representative only of those students for which both pre and post data were available.

Standardized tests were the most widely used means of measuring student achievement. The tests differed from district to district as did the time of testing, the duration of the program and the type of program. The majority of the districts used the Comprehensive Test of Basic Skills or the California Achievement Tests as their evaluation instrument. Tables 11 through 16 reflect the gains made on these two instruments.

Other standardized tests used sparingly were the Wide Range Achievement Tests, Individualized Criterion Referenced Test, Stanford Achievement Test, Peabody Individual Achievement Test, Metropolitan Achievement Test, and the Gates-MacGinitie Reading Tests.

In the regular school program, there seemed to be slightly more progress made in mathematics and language arts than in reading. The migrant students in first grade showed more progress than students in other grades based on this report.

There were twelve migrant districts whose gains were reported in percentiles. Fifteen of the districts used the alternate format for reporting achievement progress rather than by pre and posttesting. (See page 30 of the Appendix)

TABLE 11

MATH ACHIEVEMENT DATA

Fall to Spring

Grade	Number of Students With Pre and Posttest Scores	Pretest NCE Score Weighted Mean	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
Kindergarten	10	56.5	72.8	16.3
1	102	40.2	50.1	9.9
2	128	46.5	51.1	4.6
3	155	49.5	48.4	- 1.1
4	162	38.5	47.2	8.7
5	155	37.5	42.9	5.4
6	178	42.6	47.5	4.9
7	143	36.7	46.1	9.4
8	135	33.3	40.4	7.1
9	88	38.3	40.2	1.9
10	66	36.7	37.2	.5
11	48	39.0	41.4	2.4
12	17	36.9	38.1	1.2
Total	1,387	41.0	46.4	5.4

TABLE 12

MATH ACHIEVEMENT DATA

Spring to Spring

Grade	Number of Students With Pre and Posttest Scores	Pretest NCE Score Weighted Mean	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
Kindergarten	3	33.7	46.3	12.6
1	50	47.0	53.3	6.3
2	161	49.7	47.8	- 1.9
3	172	50.5	51.6	1.1
4	198	46.6	48.6	2.0
5	212	49.4	50.7	1.3
6	188	48.1	47.1	- 1.0
7	203	48.2	47.4	- .8
8	179	48.6	49.7	1.1
9	66	55.5	56.1	.6
10	62	52.2	54.0	1.8
11	41	56.3	60.6	4.3
12	22	59.4	60.2	.8
Total	1,557	49.6	51.8	2.2

TABLE 13

READING ACHIEVEMENT DATA

Fall to Spring

Grade	Number of Students With Pre and Posttest Scores	Pretest NCE Score Weighted Mean	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
Kindergarten				
1	88	42.2	43.5	1.3
2	113	41.7	44.7	3.0
3	146	37.1	39.8	2.7
4	145	38.1	42.5	4.4
5	142	38.0	41.0	3.0
6	145	40.8	44.4	3.6
7	123	37.6	40.7	3.1
8	120	32.4	35.5	3.1
9	83	35.1	36.4	1.3
10	62	42.7	44.7	2.0
11	46	44.3	47.1	2.8
12	15	37.8	39.8	2.0
Total	1,228	39.0	41.7	2.7

TABLE 14

READING ACHIEVEMENT DATA

Spring to Spring

Grade	Number of Students With Pre and Posttest Scores	Pretest NCE Score Weighted Mean	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
Kindergarten				
1	65	44.5	51.4	6.9
2	145	44.9	47.0	2.1
3	170	49.7	49.1	- .6
4	192	47.1	46.9	- .2
5	203	47.4	47.4	.0
6	183	47.0	46.0	-1.0
7	197	47.2	44.5	-2.7
8	173	44.5	46.1	1.6
9	73	50.0	51.2	1.2
10	73	43.4	43.1	- .3
11	47	50.2	56.6	6.4
12	22	50.6	56.9	6.3
Total	1,543	47.2	48.8	1.6

TABLE 15

LANGUAGE ARTS ACHIEVEMENT DATA

Fall to Spring

Grade	Number of Students With Pre and Posttest Scores	Pretest NCE Score Weighted Mean	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
Kindergarten	1	38.3	84.6	46.3
1	50	38.9	41.4	2.5
2	36	39.6	44.5	4.9
3	86	35.9	41.1	5.2
4	70	37.6	43.5	5.9
5	78	37.3	42.3	5.0
6	85	38.2	48.3	10.1
7	76	41.2	44.4	3.2
8	58	35.0	37.1	2.1
9	49	38.3	39.5	1.2
10	33	38.3	41.1	2.8
11	17	38.5	49.2	10.7
12	11	43.2	47.6	4.4
Total	650	38.5	46.5	8.0

TABLE 16

LANGUAGE ARTS ACHIEVEMENT DATA

Spring to Spring

Grade	Number of Students With Pre and Posttest Scores	Pretest NCE Score Weighted Mean	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
Kindergarten				
1	33	51.7	54.4	2.7
2	53	45.8	51.0	5.2
3	61	55.4	56.5	1.1
4	73	55.1	53.7	-1.4
5	84	55.6	54.0	-1.6
6	68	55.2	56.8	1.6
7	88	52.3	47.9	-4.4
8	57	59.5	60.8	1.3
9	37	65.4	64.2	-1.2
10	25	64.2	67.3	3.1
11	22	69.3	73.3	4.0
12	10	74.7	77.0	2.3
Total	611	58.7	59.7	1.0

APPENDIX

LEA REPORTING FORMS

KENTUCKY MIGRANT EDUCATION ELIGIBILITY AND PARENT AUTHORIZATION FORM

STUDENT ID# _____ MNE _____

_____ DISTRICT

_____ SCHOOL

*ARRIVAL IN DISTRICT ___/___/___/ (MO) (DAY) (YR)

CODE ___/___/___/___/

STUDENT NAME _____ (LAST NAME) (FIRST NAME) (INITIAL)

SEX ___M ___F BIRTHDATE ___/___/___/ (MO) (DAY) (YR) VERIFICATION: B____ D____ N____ OTHER _____

BIRTH _____ CITY / _____ COUNTY / _____ STATE

HOME BASE _____ CITY / _____ STATE

PARENT/GUARDIAN NAME _____ (LAST NAME) (FIRST NAME) (FATHER)

_____ (LAST NAME) (FIRST NAME) (MOTHER)

CURRENT ADDRESS _____ STREET OR ROUTE / _____ CITY / _____ STATE / _____ ZIP

PREVIOUS ADDRESS _____ CITY / _____ COUNTY / _____ STATE

OCCUPATION (Explain in detail)

_____

MIGRATORY STATUS - The numeral circled below indicates the category under which the above named child is eligible to participate in the migrant education project.

AGRICULTURE	FISHING	
1	4	INTERSTATE MIGRANT - A child who has moved with a parent or guardian within the past 12 months across state boundaries in order that the parent, guardian or other member of the immediate family might secure temporary or seasonal employment in agriculture activities, activities directly related to the cultivation or harvesting of trees, or fishing activities.
2	5	INTRASTATE MIGRANT - A child who has moved with a parent or guardian within the past 12 months across school district boundaries within the state in order that a parent, guardian, or other member of his immediate family might secure temporary or seasonal employment in agriculture activities, activities directly related to the cultivation or harvesting of trees, or fishing activities.
3	6	FORMERLY MIGRATORY (Five-Year Migrant) - A child who has been an interstate or intrastate migrant as defined above, but who has ceased to migrate within the past five years and now resides in an area in which a migrant education project is provided.

SCHOOL VERIFICATION

I certify that the above information was obtained from a parent, guardian or other responsible person, that it is correct to the best of my knowledge and that based upon this information and applicable definitions, the migrant status of the child as indicated is correct. I further certify that I have informed the parent, guardian or other responsible person of the procedures of the Migrant Student Record Transfer System and the provisions of the Family Educational Rights and Privacy Act.

Signature of School Official _____ Date _____

PARENTAL AUTHORIZATION

I verify that the above information is true. My child has permission to participate in the migrant education program. The Migrant Student Record Transfer System has been explained to me. I know my child's records are available for me to see. I understand that these records will be sent to other schools where my child may enroll.

Signature of Parent/Guardian _____ Date _____

KDE/MIC Approved
3900-196
Revised 3/1/79

*If arrival date is prior to current school year, please build school history and attendance data. Use back of form.

BEST COPY AVAILABLE

Printed by: Kentucky Department of Education

EVALUATION REPORT

LEA PROJECT TO MEET THE SPECIAL EDUCATIONAL NEEDS OF MIGRATORY CHILDREN

1981-82

TITLE I ELEMENTARY AND SECONDARY EDUCATION ACT

KENTUCKY
DEPARTMENT OF EDUCATION
FRANKFORT, KENTUCKY

KDE/DCC/APPROVED
3900 - 204

Part I School District: _____

EVALUATION REPORT

TITLE I PROJECT FOR MIGRATORY CHILDREN

GENERAL INFORMATION

SECTION A: Participation Data

1. Number of children who participated in LEA project for migratory children (unduplicated count). (Use MSRTS data reflecting enrollment at the beginning of the current school year.)

Table A-1

GRADE LEVEL	PARTICIPANTS IN PUBLIC SCHOOLS	PARTICIPANTS IN NON-PUBLIC SCHOOLS	TOTAL
Pre-K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
TOTAL			

2. Number of children who participated by racial/ethnic group (unduplicated count):

Table A-2

ETHNIC GROUP	NUMBER
a. Black/Negro	
b. American Indian	
c. Oriental/Polynesian	
d. Spanish-Surnamed American	
e. Caucasian (Other than Spanish-Surnamed American)	
TOTAL	

3. Number of children who participated by migratory status (unduplicated count):

Table A-3

MIGRATORY STATUS	NUMBER
a. Currently migratory (Interstate)	
b. Currently migratory (Intrastate)	
c. Formerly migratory	
TOTAL (a + b + c)	

Part I School District: _____

4. Number of children who received instructional and service activities in Title I migrant program (duplicated count):

Table A-4

DIRECT EDUCATIVE SERVICES	NUMBER
a. Mathematics	
b. Reading	
c. Language Arts	
d. Oral and Written Communications	
e. Kindergarten	
SUPPORTIVE SERVICES	XXXXXX
a. Attendance, Social Work, Guidance, Psychology	
b. Health and Nutrition	
c. Pupil Transportation	
d. All Other Supportive Services	

5a. Was the instructional program for the regular school year written in the form of a tutorial component, rather than by specific subject area? YES ___ NO ___

b. Was the instructional program for summer school written in the form of a tutorial component, rather than by specific subject area? YES ___ NO ___

SECTION B: Parental Involvement

(a) Number of migrant advisory council members who were parents of migratory children. _____

(b) Number of migrant advisory council meetings. _____

(c) Number of migratory parents involved in the planning, implementation, and/or evaluation of the migrant program. _____

(d) Number of migratory parents who worked as volunteers in the migrant program. _____

(e) Average attendance at migrant advisory council meetings (include and total all individuals present at migrant advisory council meetings and divide by the number of meetings.) _____

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DO NOT FILM

Part I School District: _____

SECTION C: Personnel and Training

1. Type of personnel employed in migrant project and number of migrant staff members who received training. (Include only personnel paid with migrant program funds.)

TYPE OF PERSONNEL	NUMBER OF PERSONNEL (FTE)*	NUMBER OF MIGRANT STAFF MEMBERS WHO RECEIVED TRAINING
(a) Coordinator		
(b) Teacher-Elementary		
(c) Teacher-Secondary		
(d) Social Worker		
(e) Guidance Counselor		
(f) Other Professional		
(g) Teacher Aide		
(h) Clerical		
(i) Other Non-Professional		
TOTAL		

*Enter to nearest tenth

SECTION D: Component Data*

Column 1	2	3	4	5	6	7	8
				Student exposure to each component			
Name of Component	Expenditure by Component	÷ Number of Migratory Children	= Cost per Student	hours per wk	X Total wks.	= Total hours Exposure	Pupil-teacher ratio

*Please use one line per component. (Regular school year and summer school program information would be reported on separate lines.)

If your district is conducting a summer school program in addition to a regular school year program, please forward all evaluation data after completion of the summer program.

Part II

Migrant Project Evaluation Report

School District _____ (A)

Name of Component _____ (B)

TABLE B-1
ACHIEVEMENT GAINS

(1) Subject	(2) Grade	(3) Number of Students	(4) Test Code	(5) Test Edition	(6) Pretest Date (Mo./Yr.)	(7) Posttest Date (Mo./Yr.)	(8) Pretest Percentile Equivalent of Mean Scale Score	(9) Posttest Percentile Equivalent of Mean Scale Score

If applicable, identify Test Codes 17 and/or 18: _____

Part II

SCHOOL DISTRICT: _____ NAME OF COMPONENT: _____

TABLE B-2

ACCOMPLISHMENT OF OBJECTIVES

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN				USING OBJECTIVE AND SUBJECTIVE DATA, JUSTIFY YOUR JUDGMENT ABOUT YOUR RESULTS
	PLACED AN "X" IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE.				
	Marked Improvement	Improvement	No Change	Negative Change	
List in this space those objectives established and included in your approved project which cannot be evaluated on Table B-1 or were not met on the basis of standardized pre-test, post-test data.					In your approved project plan you told how you would evaluate each objective or activity. In this column you should tell how successful you were in achieving these objectives using the device as indicated in your plan. Be sure that you have justified the column checked with an "X" in the "results shown" column.

30

EVALUATION REPORT
TITLE I PROJECT FOR MIGRATORY CHILDREN
GENERAL INSTRUCTIONS

1. Completed evaluation reports are to be submitted to:

   Mr. L. D. Knight
   Unit Director for Migrant Education
   Division of Compensatory Education
   Kentucky Department of Education
   9th Floor
   Capital Plaza Tower
   Frankfort, Kentucky 40601

   Evaluation reports are to be submitted by July 15, 1982 if no summer program is conducted for migratory children; by September 5, 1982 if a summer program is approved and implemented.

2. The evaluation report should be prepared in quadruplicate, with the four copies being distributed as follows:

   (a) One is your work copy.
   (b) One copy is to be retained in the local district's ESEA, Title I migrant file.
   (c) Two copies are to be submitted to the Division of Compensatory Education, Kentucky Department of Education.

3. The district's evaluation report will include one completed "Part I" and as many "Part II, Achievement Information" documents as needed in order to report for each grade level by specific subject area.

   All items in "Part I" relate to total project data. All items in "Part II, Achievement Information" request data specific to the project component identified for that particular element of the district's Title I migrant project.

4. If your district is conducting a summer school program in addition to a regular school year program, please forward all evaluation data after completion of the summer program.

5. You are encouraged to include a brief narrative of your migrant program. Narratives submitted to this office are considered for inclusion in the state migrant evaluation report.

KDE/MIC APPROVED
3900-429

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DEPARTMENT OF EDUCATION

PART I

INSTRUCTIONS

(All items in this section require responses in terms of total project data.)

Section A: Participation Data

Item 1: Complete Table A-1. No child should be counted more than once even though he may participate in more than one project activity.

Item 2: Complete Table A-2. The total should equal the grand total in Item 1. Note: Blacks of Latin American heritage should be included under Spanish-Surnamed American rather than under Black/Negro. This is in keeping with the Department of Health Education, and Welfare statistical reporting procedures.

Item 3: Complete Table A-3. Classify participants according to their MSRTS enrollment status as of their date of entry into the instructional program. Again, the total should equal the grand total in Item 1.

Item 4: Complete Table A-4. Duplication may occur in this count. A child who participates in a reading component and a mathematics component will be counted in each activity. There should not be any duplication in any single activity; for example, a child who participates in a regular year reading component and a summer reading program should be counted only once as a participant in reading. A child who received both social services and psychological services should be counted only once as a recipient of "Attendance, Social Work, Guidance, Psychology" services.

Item 5: Respond as indicated.

Section B: Parental Involvement

Item 1: Respond as indicated.

Section C: Personnel and Training

Item 1: Complete Table C-1. Please enter FTE figures to nearest tenth (3.0 0.4; etc.) when reporting the number of personnel employed in the migrant program. When reporting the number of staff members who received training, please report this as an unduplicated head count. (Include only those staff members whose training was designed particularly to further the aims of the migrant project.)

Section D: Component Data

Columns 1-8: Respond as indicated. Please use one line per component. (Regular school year and summer school program information would be reported on separate lines.)

Part II
Instructions

ACHIEVEMENT INFORMATION

I. Directions for Completing Table B-1

Table B-1 is designed to report achievement gains measured by norm-referenced tests and reported in percentiles. Attainment of objectives not measured by norm-referenced tests should be reported on Table B-2.

Item A: Enter the name of your local school district.

Item B: Enter the name of the approved component. (If the component was written to provide tutorial assistance in several subject areas, the correct name of the component would be "Tutorial." If the component was written for a specific subject area, such as math, the correct component name would be "Math.")

Important: Please report data by specific subject area. Use one line per grade within the subject area. (If data is to be reported for more than one subject area, please report data for each grade level included in the first subject area, then report in a like manner for subsequent subject areas.)

Column 1: Enter the specific subject area evaluated.

Column 2: Enter the grade level for which data are reported.

Column 3: Enter the number of students for which pre and posttest data are reported. Only those students receiving both the pre and posttest should be reported in Table B-1.

Column 4: Enter the code that corresponds to the test administered as the pre and posttest. See page 4 for a listing of codes.

Column 5: Enter the edition (year published) of the test administered as the pre and posttest. See page 4 for a listing of test editions.

Column 6: Enter the month and year that the pretest was administered.

Column 7: Enter the month and year that the posttest was administered.

Column 8: Enter the pretest percentile equivalent of the mean scale score. By grade, for each subject area, the following process should be used:
(a) convert each student's raw score to a scale score
(b) determine the mean scale score
(c) convert the mean scale score to a percentile (this is the percentile equivalent of the mean scale score)
(d) steps a-c apply to both the pretest and the posttest.

Column 9: Enter the posttest percentile equivalent of the mean scale score. Follow steps a-c above.

II. Directions for Completing Table B-2.

a. State the established objective in the first column of Table B-2. This information should be reported for objectives that cannot be evaluated on Table B-1.
b. Please mark the appropriate column for results shown on the basis of the best objective and subjective information you have on this activity.
c. In the third column, please indicate the evidence supporting your rating in the second column.

TEST INFORMATION

Test Code	Name of Test	Test Edition	Available Forms
01	California Achievement Test	70 77	A, B C, D
02	Comprehensive Tests of Basic Skills	73 81	S U
03	Diagnostic Mathematics Inventory	75	One
04	Gates MacGinitie Reading Tests	64 78	1, 2, 3 1, 2, 3
05	Iowa Tests of Basic Skills	71 78	5, 6 7, 8
06	Key Math Diagnostic Arithmetic Test (renormed)	71 78	One
07	Metropolitan Achievement Tests (MAT SURVEY)	70 78 78	F, G, H JI, KI JS, KS
08	Peabody Individual Achievement Test	70	One
09	Prescriptive Reading Inventory	76 80	One
10	Sequential Tests of Educational Progress	69 79	A, B X, Y
11	SRA Achievement Series	71 78	E, F 1, 2
12	Stanford Achievement Test	64 73	W, X, Y, Z A, B, C
13	Stanford Diagnostic Mathematics Test	76	A, B
14	Stanford Diagnostic Reading Test	76	A, B
15	Wide Range Achievement Test	78	One
16	Woodcock Reading Mastery Tests	73	A, B
17	Some other commercially developed test		
18	A locally developed test		